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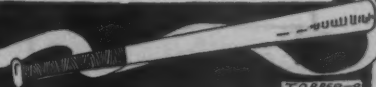
JANUARY, 1925

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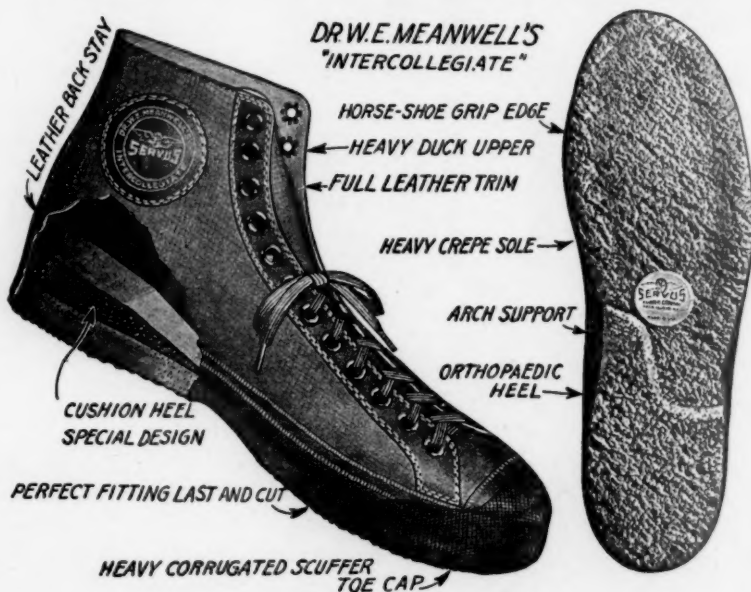
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ATHLETIC JOURNAL

*A Professional Magazine
for the Coaches of the Country*

John L. Griffith, Editor

VOLUME V

JANUARY, 1925

NUMBER 5

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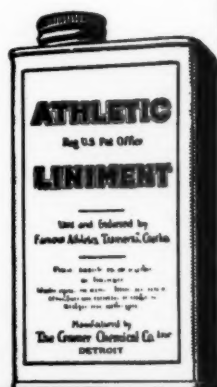
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ATHLETIC JOURNAL

VOL. V

CHICAGO, ILLINOIS

No. 5

THE FIVE MAN DEFENSE

BY

E. J. MATHER,

Basketball Coach, University of Michigan

An article by Mr. Mather entitled "Basketball Offense" appeared in the December Journal. The following splendid description of the five man defense will be followed by other articles in succeeding issues of the Journal.
—EDITOR'S NOTE.

There are many different styles of the five-man defense. Some coaches have a standard style to which they fit their men while others make the defense to fit the players. The standard form is to use three men in the front line and two men behind, that is the center and the two forwards in the front line and the two guards behind. The players form these two lines very quickly and do not pay any attention to the ball under their own basket after they have lost possession of it.

The front line is formed some place between the center of the floor and the end of the foul circle. The back line usually forms about the foul line or a short ways back of it. Of course the placing of the formation depends largely upon the size of the floor.

In the defense territory the following method of play is used: The floor is divided into sections or zones as is shown in diagram two. The division line comes about the end of the foul circle; spaces four and five are occupied by the guards, one and three by the forwards and two by the center. The guards play only the ball and do not watch the opposing players at all. The same style of play is used by the front row.

Another style used with the floor divided into sections as in diagram two is this: the front line men permit two men to go by them and the guards in four and five pick them up and stay with them until they leave their sections. The players in one, two

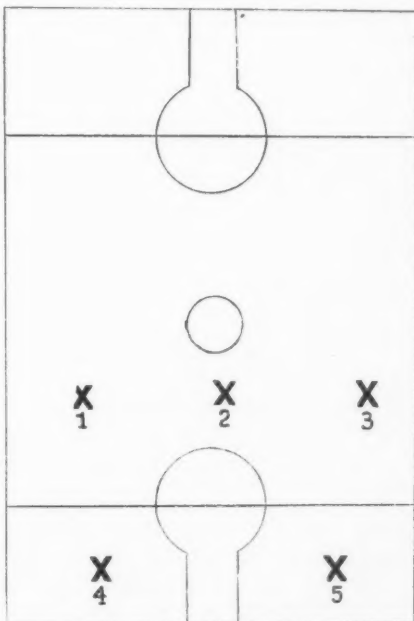


Diagram 1

The three men in front are the two forwards and the center and the back two men are the guards.

and three play the ball and try to intercept all passes.

The following system may also be used; the floor is divided as shown before in diagram two. Two men are allowed to sift through and the front line men play the man that comes into their territory. If the offensive players concentrate on sections one, two and four, then the guard in number five will go over into section number four and number three drops back in order that he may be able to cover any offensive player who may come into sections three or five. Some diffi-

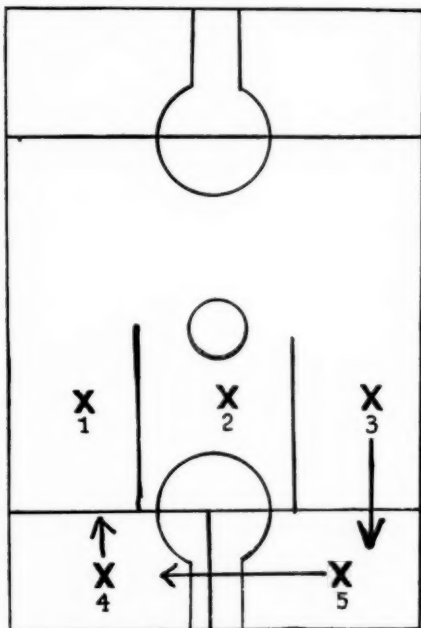


Diagram 2

The zone defense as described in the article is here illustrated.

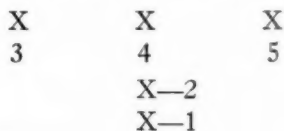
culty may be encountered at first in getting the players to be able to make the shifts required, but by constantly having the different conditions come up in practice that will have to be met in games the team gets so that it can function properly. This style of play has been used with a great deal

of success by one Western Conference school.

The same system of placing the defensive men is used, but the players function differently. The front line men let two opponents slide by and the two guards pick these men up very quickly and cover them no matter where they go on the floor always being between their opponent and the basket and trying to keep a close watch on the ball. As soon as a shot is made for the basket they immediately try to play the ball, disregarding the player entirely. The front line of players pick up the nearest opponent and stick with him until their team recovers the ball and then breaks for their offensive plan of play.

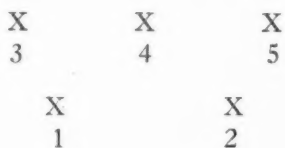
There is also a man to man defense used in the five-man defense, viz., each defensive player is assigned to cover a certain opponent. The defending team swings back on the defensive and gets a chance for momentary rest as the ball works down the floor to it. By this form of defense a coach is able to hold his players responsible for a certain opponent.

By changing the position of the two guards and placing them in tandem as shown herewith:



Number one is the back guard and number two the running guard. Three and five are the forwards and four the center. By placing the two guards in tandem they are able or liable to be blocked by the opponents who might be using a criss-crossing style of attack. It can be readily seen that if the two guards are

playing back in the formation here shown.



and are given certain men to cover and their opponents take the course as shown in diagram three there may be a bumping between one and two; this bump may be only momentary, but it may be enough to throw the guards off balance and clear the forwards for a pass and shot.

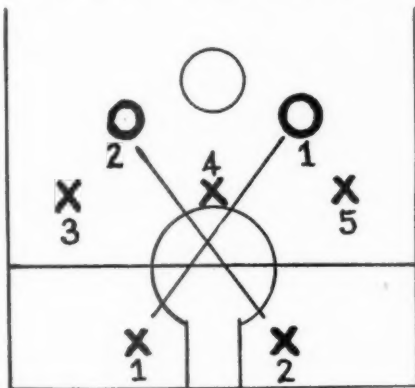


Diagram 3

X¹ is supposed to cover O¹, and X² is supposed to cover O². If O¹ crossed into X³'s territory and O² crosses into X⁵'s territory as shown, the possibility of the bump is shown as the two guards cross to cover their men.

A certain coach had a team composed of four men who were over six feet tall. The fifth man was about five feet six inches. He had tried playing a man to man defense and this style was not very successful. So he decided he would use a new style fitting the peculiarities of each man into his proposed style of defense and the characteristics of each player as follows:

X¹ was the smallest man and very poor defensively, but very

fast and a good man on the offensive.

X² was very fast and had uncanny ability in breaking up plays. He was able to come in very quickly and intercept the ball. A player who had natural ability along this line and one who was a great asset to a team.

X³, X⁴, X⁵ were good defensive men and played the ball in their zones.

The zones are shown in diagram four. The width of each zone varied according to the size of the floor. The approximate width of the zone was six feet.

When the ball came into the zones occupied by the players X³, X⁴ and X⁵, they rushed toward the player in possession of the ball, keeping their arms raised high and with feet well spread so that the player could not sidestep, pivot or get by them. By this method they forced the offensive

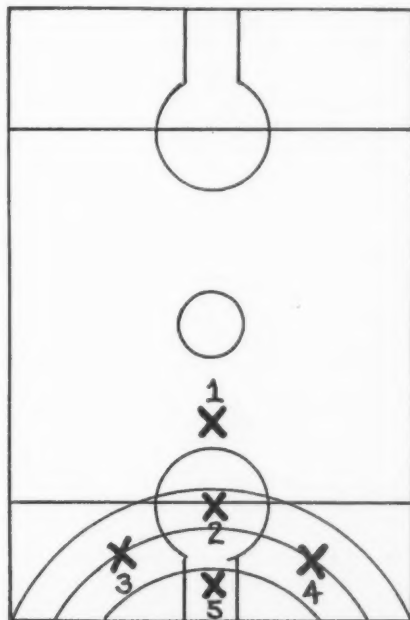


Diagram 4

The zone defense for a certain type of players to use.

player to shoot or pass hurriedly and they also were able to make a number of "held balls."

If the play came down one side of the floor and players bunched on that side we will say for example, the left side, X^3 and X^5 went to that side and X^4 dropped

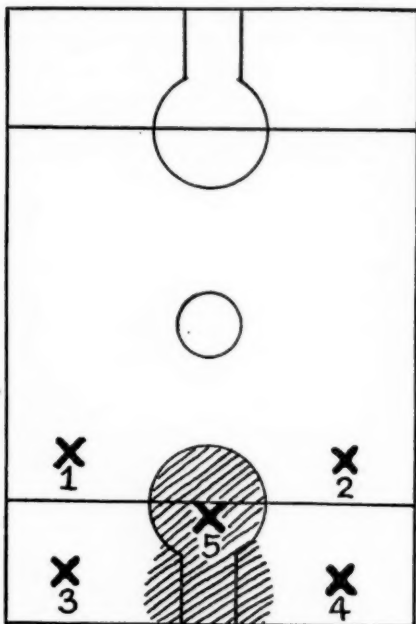


Diagram 5

In this defense X^1 , X^2 , X^3 and X^4 cover their men and play the man for man game. X^5 plays the ball in the shaded area.

back into X^5 's place or zone. X^2 went back and took X^4 's place. The nearer the ball was worked in toward the basket, the harder the play. The offense from this was to whip the ball to X^2 who played the side and he started down the floor with a dribble. X^1 went ahead to try and pull the backguard out of position.

This style of game was very successful, the team winning seventeen straight games, defeating some of the best teams in the country.

There is another style of the five-man defense that has been used

successfully and it is this: One man is given a certain section of the floor to cover and he plays the ball in this section. This space is that portion of the floor covered by the foul circle and lanes. The other four men cover certain assigned opponents and after they have taken their position on defense as shown by diagram five, they pick up their assigned man and stick with him until their team recovers the ball and start their offensive play.

On some basketball teams there is usually one man who is extremely clever in intercepting passes. There is a system used whereby four men swing back into their defensive positions and this man fights the ball coming up the floor. Sometimes he comes back quickly after making one play for the ball. After he has done this a number of times the offensive team may get careless

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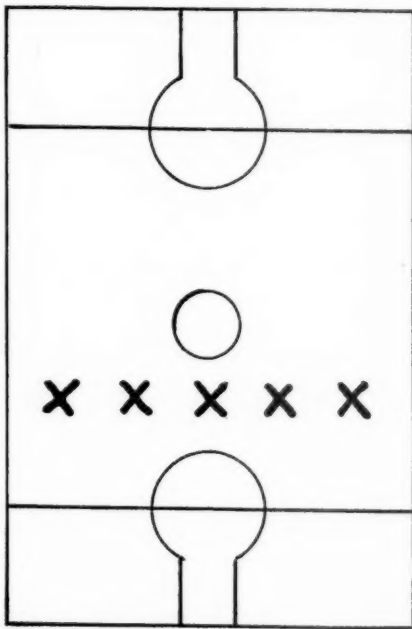


Diagram 6

This was one of the first methods of playing the five man defense.

BASKETBALL OFFICIATING

BY

JOHN SCHOMMER

This is the second article on basketball officiating which Mr. Schommer has written this year. The first was published in the October Journal. Mr. Schommer is instructor in chemistry and Director of Athletics at Armour Institute. Further, he is one of the best known football umpires and basketball referees in the middle west.—EDITOR'S NOTE.

For the successful officiating of a game of basketball the two officials must absolutely work in harmony. They should meet some time before the game and decide just what their specific duties are going to be and how they may aid one another.

The referee should have control of the ball and its immediate vicinity, but on a quick change of scene that puts the ball on a close out of bounds at the opposite side of the court under the eyes of the umpire the latter should sense the situation, call it, and not run away from it. The same procedure should rule if a foul is committed. Umpires often hesitate about calling an "out of bounds" or a foul "on the ball" for fear of incurring a referee's displeasure. An infraction of a rule in the vicinity of the ball must be called by the umpire, for often a referee, trailing on behind a play, does not always clearly perceive what is happening. It is always excellent officiating when both officials call a foul. This procedure leaves but little doubt as to whether a violation of a rule has occurred.

It is a very good plan for one official to practically stay on one side of the court while the other official takes the opposite side. The two men thus stay out of the court and so facilitate the play without interference. They also are thus in a splendid position for close out of bounds and usually are enabled to obtain a better perspective of the play.

The proximity of the goal is the territory where uncalled fouls when committed cause the most displeasure. For here by infringement of a rule a basket may be illegally made or illegally caused to be missed. Therefore, this part of the court can not be watched too closely. Umpires must come down and take a position near or under the goal to watch for pushing, pulling, "straight-arming," holding and illegal blocking.

Another reason for the presence of an umpire at this critical place is that often a referee's eyes travel with the ball to see if a goal is legitimately made. A flagrant push that sends players headlong may be easily missed by the referee. The nearer a referee is to the "push" the more likely it is not seen, due to the perspective and the eyes following the course of the ball.

When a dribbler is proceeding down the floor, the referee should be trailing behind and the umpire, if possible, running via the side line ahead of the play. The covering of the play in this manner insures the maximum protection against any infringement of a rule.

When players are gathered around the free throwing lane for a "free throw" it is best for the umpire to take a stand immediately underneath the basket. He then may aid in watching for holding, pushing, blocking and

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GOAL THROWING FROM A DISTANCE

BY

RALPH JONES

"Selecting and Placing Basketball Men" is the subject of the article by Mr. Jones which ran in the November Journal and the "Review of Fundamentals" is the title of the December article. Mr. Jones has coached basketball at Purdue University, the University of Illinois and at Lake Forest Academy for the last fifteen years.—EDITOR'S NOTE.



The one thing that has impressed me most in watching Basketball in the Big Ten for the last six or seven years is the lack of good goal throwers. I realize that the defense is much stronger than it was eight or ten years ago and naturally a man gets fewer easy shots than formerly; yet if you will watch the average good team this year you will be surprised at the lack of goal throwing ability displayed. Occasionally some player will "get hot" or get the "feel" and "sink" three or four in a row. But just watch and see how many shots not only miss but miss badly, some not even touching the back board.

Possibly the explanation for the poor goal throwing is that not enough serious thought is given to goal throwing and not enough time is allotted for goal throwing practice under game conditions.

If we take into consideration the number of high schools that are playing basketball, it is hardly believable that it is difficult to find four or five good goal throwers among the three or four hundred players that turn out for a University Freshmen team.

A great many good goal throwers are ruined by the coach who attempts to change the player's style entirely. For instance, I know a boy who was a real shot, when he entered one of the large universities. His first day out for the Freshman Squad he took an underhand shot at the basket and the coach stopped him and said "Don't ever throw at the basket that way again on this floor." Yet Carney of Illinois broke the Conference record in scoring and never threw any other way and I can name several good scorers who used this type of shot. One of the highest scorers I ever had (a left handed shooter) made the most of his goals while running away from the basket, jumping in the air, turning and throwing from just over his left shoulder with two hands. Another good shot used a one-hand push shot going away from the basket on all distances up to twenty-five feet. These last two types of shots are freakish and I am not advocating that anybody try to learn them. I am citing these instances to show that I do believe that a great many coaches are making the mistake of requiring every man on the squad to use only the push shot. It is a good shot, most likely the best under most conditions as it is a little harder to guard, yet there are

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THE ORGANIZATION AND ADMINISTRATION OF WINTER SPORTS

BY

GEORGE W. MARTIN
Director of Winter Sports,
University of Wisconsin

The popularity of winter sports is increasing in the schools and colleges and Mr. Martin's article will prove of value to the Directors of Athletics who are confronted with the problem of providing facilities for winter sports.—EDITOR'S NOTE.

EVERY school and college makes more or less of an effort to provide facilities for out-of-door recreation for the student body during the fall and spring months. Very few institutions, however, have made any very great effort to encourage outside activities during the winter months when fresh air is just as essential (as during the warmer months, if not more so.) During the fall and spring, the air in buildings is not so different from the out-of-door air, as the windows are open and no artificial heat is used. Furthermore, people are naturally inclined to spend more time outside in warm weather than they are in the winter, and certainly one needs as much exercise and fresh air at one time of the year as at another. Winter sports therefore should be encouraged from the viewpoint of health, just as other out-of-door activities are fostered during other months of the year. One might enumerate any number of benefits from the participation in winter out-of-door activities, but I shall not dwell on the mere hygienic effects of being in the open. I shall try to point out specific benefits derived from winter sports that few other activities offer.

Winter Sports and Health

First let us consider the rela-

tion of winter sports to the health of the students while they are in school. It is granted that a student needs exercise. Indoors, he can get it only to a limited extent in the gymnasium or swimming pool. To the large majority of students there are far less opportunities for physical recreation in the winter (outside of winter sports) than in the spring time. And so it is up to the institution to provide such recreation, especially if this institution has the real interest of the students' health at heart. It is a recognized fact that during the winter, students go to moving picture shows



The Toboggan Slide at the University of Wisconsin

more and confine themselves to the indoors more than they do in the spring or fall. They have to be given facilities and educated to take exercise in the winter as well as in the summer. Every spring there is more illness due to colds and grippe than at any other time of the year and this is due largely to the fact that on account of lack of exercise the vitality runs down and the resistance is lowered. The general vitality of the whole student body can be kept at a higher level if the students can be educated to spend more time out of doors during the winter. This can only be done by providing and maintaining facilities of the very best kind. An illy kept skating rink or a bad toboggan slide is not only unused, but also dangerous. People would rather stay inside than skate on poor ice or go down a bumpy toboggan slide.



Ski Jump at the University of Wisconsin

What one learns about winter sports in one's youth will be of great joy and value to one the rest of life, for outside of ice hockey, winter sports are of such

a nature that one can take part in them by oneself without requiring others to make up a team. Individual sports which a student learns to like are the ones which will keep him healthy and afford him real recreation for the rest of his life. He can adjust them to his needs and his age and he is not dependent on others to play. Most of all, winter sports inculcate the love for the out-of-doors which is as big a single factor in maintaining health as any one particular thing.

Specific Values of Each Sport

Winter sports offer as much variety, educational and moral training as other sports combined. In winter sports there are enough activities to satisfy most of the motives which prompt people to take part in physical recreation.

General skating, fancy skating, skating races and ice hockey make up the biggest part of winter sports that are open to the majority of people and so these activities should receive the first attention in any program of winter sports.

The main value of general skating is that it teaches subjective motor control. It is a sport that is not confined to one age or sex. It is for all people who are not confined to bed, for one can get as much or as little exercise from it as one chooses. It might be compared to walking or running, but it has additional features of pleasure that the former do not have. On skates, a person can move quite fast with little effort which in itself makes it a pleasure. If one has mastered the mere fundamentals of skating and learns a few of the simpler fancy figures, the pleasure is many times increased.

Fancy skating is in a class by itself in the world of sports. There is absolutely nothing to

which it can be compared, and unless one has actually mastered a few of the simpler figures one can not understand the pleasure to be derived from this activity. I can not think of a single sport, with the possible exception of certain gymnastic exercises on apparatus, that require the co-ordination and control that fancy skating does. To teach grace of movement there is hardly anything like it with the exception of gymnastic dancing steps of the more difficult variety.



The Start of an Ice Boat Race

A beginner finds it hard to execute even the simple "figure eight," and many people give up when they have no success after a few trials. Indeed, fancy skating is a hard thing in which to get a start. However, once the simpler movements are mastered, then there is no limit to the pleasure in trying new things and the satisfaction in mastering them. The possibility of fancy skating has no limit. A person may keep trying new things all his life and still find more to do if he lives long enough. To prove that there is a lot of pleasure connected with this kind of skating one should note the elderly people who do fancy skating. We find more elderly people interested in fancy skating than any other out-door sport during the winter.

We might include waltzing on ice in fancy skating, although in fact dancing is a separate activity.

However, when we consider skating from the viewpoint of an educational institution we can very well class waltzing as fancy skating. The surprising thing about waltzing on ice is that it requires knowledge of only the most simple movements, which can be mastered within a few days by any one who is a skater of average ability. It is hard to describe the actual pleasure to be derived from waltzing to music. That is something one must experience to understand. The big sweeping movements in time to the music is something that satisfies the sense of rhythm as nothing else does.

Ice hockey is a team game which is highly enjoyed by all who have ever played it. It has values which any other team game has, but especially it trains quickness of eye and body, demands fast thinking, ability to control bodily momentum and judge distances. It is a game of constant action without any delay during the progress of the play.

A toboggan slide is one of the finest things an institution can offer her students. It affords

(Continued on page 35)



Ski Jumping at the University of Wisconsin

CO-OPERATION BETWEEN HIGH SCHOOLS AND COLLEGES

The following ideas regarding athletics as advanced by prominent college and high school authorities will prove of interest to those who are concerned with the future of school and college athletics.—EDITOR'S NOTE.

LAST year at the time of the winter meeting, the ten Directors of Athletics of the Western Conference universities and the officers of the National Federation of State High School Athletic Associations and representatives of the various states that go to make up this Federation met in a joint conference in Chicago. The purpose of this meeting was to discuss the manner in which high school and university athletic authorities might co-operate in the administration of athletics. Those who were responsible for initiating this meeting believe that the work of the high school and college men in athletics are fundamentally the same and that the high school men can materially assist the college men in safeguarding college athletics and in enforcing their eligibility rules, and that on the other hand the colleges possibly can co-operate with the high schools in upholding the ideals which the high school athletic authorities have adopted for the development of athletics in the secondary schools.

The result of this meeting encouraged those present to arrange for another co-operative meeting in December, 1924. This meeting was attended by the Directors of Athletics of the Western Conference, the Directors of Athletics of the Missouri Valley Conference and by thirteen men prominent in the administration of high school

athletics. These high school men represented State High School Athletic Associations which are members of the National Federation of State High School Athletic Associations. Mr. A. A. Stagg, of the University of Chicago, presided over the meeting and outlined some of the things that might develop in the next decade that would make for the betterment of athletics and physical education in our schools and colleges.

Dr. P. E. Belting, Director of Physical Education at the University of Iowa spoke on the subject "What Can the High Schools Do to Assist the Colleges in Safeguarding Athletics." Among other things Dr. Belting suggested:

"Democracy is the assumption that each person shall live as fully and completely as it can be arranged. The aims of secondary education in such a society must definitely try to realize the ethical conception on which democracy is founded. Since the purpose of physical education in the high schools are not distinct from, but coincident and co-extensive with, the ends of secondary education in the United States, physical education becomes of extreme importance in realizing the worth of democratic life."

Further, he suggested that our schools should protect boys and girls against the inefficiency which is due to disease and

contagion and that if this program were properly carried out in the secondary schools the work of the departments of physical education in the colleges would be lessened. Further, he showed that the aims of good citizenship and ethical character are some of the possibilities of physical education and he urged that the high school athletic departments should place more stress on honesty, industry, persistence, loyalty, co-operation, self-sacrifice and the many other virtues on which a premium is placed by modern athletics.

Dr. Belting was followed by Mr. C. W. Whitten, Manager of the Illinois State High School Athletic Association, in an impromptu address in which he replied to Dr. Belting's article under the subject of "What Can the Colleges Do to Assist the High Schools in Carrying Out their Program in Athletics." He said:

"In responding to the question 'How can the colleges help the high schools in promoting their athletic program?' I first desire to comment favorably on Dr. Belting's suggestions on the complementary topic. I note with gratification that all of Dr. Belting's demands upon the high schools are expressed in terms of character. In other words Dr. Belting conceives that the high schools can best serve the college departments of physical education and athletics by sending up young men and, by implication at least, young women too, of sterling integrity of character, with correct ideals and attitudes toward ethical problems and with habits and controls in harmony with their ideals. We find Dr. Belting pleading for such old-fashioned virtues as honesty, industry, persistence, obedience to law and properly constituted au-

thority, the spirit of co-operation and self-sacrifice, loyalty and optimism, virtues not always thought of in connection with an athletic program.

"If I know the temper of the high school men, and I believe I am reasonably familiar with it, we shall not hesitate to accept the challenge thus presented to us. We recognize these fundamental virtues as the ultimate aim of all of our educational activities. And for years we have been working, sometimes against heavy odds, to make our athletic program contribute to these aims. And I am sure we are all delighted to hear these virtues extolled beyond mere athletic prowess even as an aid to the college athletic program.

"But let us return to my specific topic.

"Probably the first step in co-operation on the part of the colleges is that already taken by the Western Collegiate Conference, namely, a frank recognition that we have common problems and that the best interests of both groups can be promoted through cordial co-operation. For this step I feel we are greatly indebted to Major Griffith. No more effective assistance could possibly be given us than to assign the general management of each collegiate conference in America to a man of such idealistic vision, tempered with practical wisdom and combined with executive ability, as is constantly being manifested by the Athletic Commissioner of the Western Collegiate Conference.

"Undoubtedly the second effective step is one likewise already taken by the Western Conference, namely, a cordial recognition of our authority. For the ten great universities of this con-

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John L. Griffith, Editor

THE NEW ORDER

The Football Coaches' Association met on December 29th in New York City. Any football coach in a college that is a member of the National Collegiate Athletic Association is eligible to membership in this Association. The next day the annual meeting of the National Collegiate Athletic Association was held. The N. C. A. A. was organized some nineteen years ago when there was considerable agitation for the discontinuance of college football. Without doubt this association of colleges saved football, and is today the guiding force in American college athletics. Judged from the temper and spirit of these meetings two things stand out. First, it has become generally recognized that athletics have a place in the educational scheme. Educators are no longer suggesting that football shall be abolished, but rather are assisting by considering how football can be made better. While formerly it was thought that the chief purpose of athletics was physiological, today it is pretty well agreed that the social values are of the greatest importance. Some are still worried because the general public shows more enthusiasm for athletics than over arts and science, but for the most part the leading minds are agreed that this has been true for several thousand years and that conditions probably would not be changed if athletics were abolished, but rather that something of questionable value would take the place of the present day athletics.

The second change that may be noted as having taken place in athletics has to do with the assumption of more responsibility by the coaches and directors with the administration of athletics and with the willingness on the part of these men to do everything possible to throw up safeguards not only with the thought of saving the game, but what is more important with the belief that the games if properly conducted may be used as a medium through which character may be developed. This is a very encouraging sign of the times. The practical athletic men it may be assumed know more about their work than do others. Consequently they should be qualified to act intelligently in solving athletic problems. In the past this point has been accepted but fears have been expressed that even if the practical athletic men did have a better working knowledge of their work than men who were giving most of their time to other things that the coaches and directors could not be trusted to act unselfishly and consequently academic men have been forced to take the leadership in initiating athletic reforms. If the men who are receiving salaries for work done in the physical education departments will shoulder the responsibilities and keep their own houses in order we may look forward with increasing optimism to the future. The football coaches have shown that they are desirous that football shall be conducted in accordance with the highest ethical standards.

AMATEUR BASEBALL

Amateur football, basketball, tennis and golf are developing more rapidly than amateur baseball and the reason is probably this, viz: the boys of today expect to be paid to play baseball while boys play golf and tennis and basketball and football for the sport that they derive from playing.

It stands to reason that outside of organized baseball not many ball clubs can be conducted successfully on a professional basis. Many towns have at one time or another boasted of professional or semi-professional ball teams. Almost invariably some one has lost money on these ventures, however, and as a result the game is sooner or later abandoned. Baseball is a distinctively American game. Efforts this last winter to introduce baseball into England and France were not very successful. Baseball does appeal, however, to Americans in America and it should be encouraged. There is just as much sport in playing baseball as in any other game that we have, but amateur baseball will not develop and grow so long as the small towns insist on trying to maintain paid teams and so long as our boys expect to be paid salaries for playing baseball.

NINETEEN HUNDRED AND TWENTY FIVE

Much has been written about the year Nineteen Hundred and Twenty Four in sports. What about the year just ahead? Journal readers are primarily concerned with the part that the schools and colleges are to play in the nation's athletics. We know that most of the football and basketball is played in the schools and colleges; we have learned that all but eighteen or twenty of the two hundred and fifty points won by America in the Olympic Track and Field events were won by school and college trained men. Verily the educational institutions are ministering to the physical well being of the young and occupy a proud place in the nation's sports.

College coaches should not be satisfied, however. Rather they should redouble their efforts this year to extend the benefits to be derived from the various physical education activities to many who so far have not been enrolled in the play activities. This work, however, is comparatively simple as compared to the big task that confronts every coach and athletic director. The biggest thing after all is to make use of the games as a medium for teaching all of those valuable lessons which can be taught on the gymnasium floor and on the play fields. To teach sportsmanship the coach must be a good sportsman. To teach honesty the coach himself must be honest. To teach self control the coach must set an example in self control. In short, the coach who makes a success of his work in Nineteen Hundred and Twenty Five must be a big man capable of handling a big job in a big way. College presidents and school superintendents are looking for such men and are willing to pay satisfactory salaries to the right men.

AILMENTS OF BASKETBALL

BY

DR. FORREST C. ALLEN,
Director of Athletics and Basketball Coach,
University of Kansas

Dr. Allen's first of a series of articles on basketball appeared in the November Journal under the heading "Pivots, Passes and Plays in Basketball." The article in this number will be followed by another in the February number.—EDITOR'S NOTE.



With the unprecedented growth and popularity of basketball new dangers appear on the horizon. Basketball has grown by leaps and bounds for

several reasons, among these are:

1. The rapid action of the game.
2. The abrupt and frequent change from offense to defense.
3. The "close up" that the spectators are allowed at all times.
4. A better understanding of the rules of the game.
5. The playing of the games in spacious, well lighted, and well ventilated halls where inclement weather affects neither the play of the contesting teams nor the comforts of the spectators.
6. The progressive improvement of the rules governing the game.

But like all other man-made plans of things and games, there are still manifest weaknesses that will undoubtedly in time be ironed out. There are some ailments. Not the least among these is "stalling" or playing the back court game to the demoralization of the best interests of the sport. Aggressive fight and a sporting chance is what a basketball audience comes to see and when they fail to get it they are audibly disappointed.

The great desire to win and the dread to lose has so fastened its talons upon players and coaches alike that there is grave danger of these individuals losing sight of the interests of the people who make the game thrive—the patrons who click the turnstiles. The game's followers have an inherent right to consideration equal to the players and coaches.

To watch some of the back court "stalling" practices indulged in by some of these supposedly first-class court aggregations, would cause one to wonder if any thought were given to the best interests of the game.

Two certain games of such a nature stand out in bold condemnation. The two games were played in widely separated territories so it is reasonable to presume that this habit of "back court stalling" is coming into quite general practice.

It should be clearly pointed out that there is no burden on the part of the offense to hurriedly drive down to their basket where the opposition defense is clustered close by.

Indeed, it is up to the defense lawfully to attempt to obtain possession of the ball—the thing both teams play with—then assemble their offense and stage a drive for the goal.

In the two games previously mentioned the offensive teams held the ball under their opponent's basket in the first half

12 and 18 minutes respectively. The defensive teams in both instances were admittedly inferior. It was their logic that they were keeping the score down by this inert style of play. In one case during this delay the offensive team members sprawled out on the floor under their opponent's basket while the band played and the spectators worked themselves into a frenzy imploring their followers to come up and get the ball. But the captain of the defensive team had instructions from his coach to the contrary. The offensive team was urged to try to score but their captain had specific instructions to hold fast.

All of which showed that both coaches were very much at fault. Neither cared a whit for the support that was given them at the gate as shown by their respective team's play. They cared only for victory and each coach blamed the other for this ridiculous spectacle. Had this incident happened in the last few minutes of either half it perhaps would have been justifiable, as there is no time limit placed on either team for withholding the ball from play.

Team strategy entails no tiresome delays. The "huddle play" in football is subject to the same abuse as is the "back court stalling," they are a positive drawback when either play is employed by both teams. They have a decided tendency to slow up the game and take the life and color from it.

The game of basketball needs friends who will not prostitute her good name under the guise of "winning basketball" by doing things that will drive enthusiastic supporters away from her, rather than adding countless thousands to her ever increasing list.

The game further may be improved by a general understanding between coaches and officials.

The coach's first duty to his school and to himself is to select

a referee to whose judgment he is willing to entrust all the hazards of the game. The coach then must believe in the official he has chosen. It then becomes his duty as host to protect this official from all the invasions of a thoughtless and sometimes hostile crowd.

Due largely to the simplicity of the playing rules and also to the close proximity of the players to the spectators, the average basketball follower is much better versed in the playing rules than are the average followers of other sports. Therefore, the popularity of the official who makes an error of decision in this game, as he undoubtedly will at some time, is in much greater jeopardy than in any other sport.

The average basketball audience is not schooled in charity. Spectators in their excitement forget that there is no animosity in the referee's mind, when he calls a foul on a man for an infraction of the rules. Too often, they take the referee's decision as a personal affront to a player of the home team.

The only salvation for the sportsmanship of many audiences throughout the country, lies in a sort of an extension training course, wherein sportsmanship may be ingrained while the audience is unaware.

Teach the crowd, in its saner moments, by means of printed forms and otherwise the real meaning of sportsmanship. Programs, bearing pictures of the stellar players of the conference, will help to remove the altogether too provincial aspect from the game. A game, instead of contributing to narrowness of mind, should broaden the point of view. Information concerning changes in the rules may also be included in these pamphlets. These changes will be scrutinized by

(Continued on page 52)

THE CARE OF THE FEET IN BASKETBALL

BY

DR. WALTER E. MEANWELL,
University of Wisconsin

In the September Journal Dr. Meanwell's article on the Changes in the Basketball Rules appeared. The series of articles on the Care of the Feet began in the November issue and will be completed in the January Journal. We hope to be able to announce a technical article for February number by Dr. Meanwell.—EDITOR'S NOTE.

Callus and Corns



Keep corns pared down close by scraping them with a dull knife after soaking the feet in hot water. The use of a circular piece of felt, with a hole punched in the center to permit it to fit over the corn, so as to relieve it from pressure, is helpful. These corn plasters can be procured at any drug store.

To secure the removal of the corn, keep it pared down as suggested above and then paint on it a coating of a preparation that consists of thirty grains of salicylic acid dissolved in one ounce of flexible collodion. Keep an ounce of this solution in the training room. Apply the preparation, allow it to remain on two days, remove it by scraping the corn down and then re-apply the medicine if its work has not been fully accomplished. The salicylic acid renders the skin soft and friable and the corn is usually soon scraped entirely away. Wear the felt corn circles while this treatment is being carried on. Corns, of course indicate improperly fitting shoes, either for street or for playing wear. If they are too loose or too tight or if the linings are not smooth, the friction re-

sulting from foot action produces corns. The soft wool athletic sock earlier described is very helpful in preventing such unnecessary friction.

A somewhat similar condition to the corn, just described, though much more painful and also harder to cure, is the large, thickened, or calloused patch of skin which appears occasionally on the ball of the foot. These areas are very painful, so much so, that during the war many men were rendered unfit for army service by them. A callus is not always easily cured. Some respond nicely to the salicylic acid and paring treatment previously suggested for corns, and others again are resistant to almost all treatment. The aim should be to remove the excess of skin on the ball of the foot. Salicylic acid in collodion will soften the areas and careful scraping will ultimately clear up almost all such conditions.

If calluses are present, the footwear should be inspected, for if shoes are too tight, or more frequently too loose, or if, again, the basketball shoes are so thin or hard soled as to give little protection to the feet, a callus will often result. Very frequently a faulty construction of the foot, characterized by an especially high instep and with an unusually prominent ball of the foot, is the troublesome factor. This may be neutralized by a felt pad glued to

the shoe in the instep, to take part of the weight off the heads of the bones which form the so-called "ball of the foot." It requires considerable skill to fit and make such a pad.

Sprains and Strains

Foot sprains and strains may be almost entirely prevented by the use of a playing shoe with a thick, well cushioned sole. A useful precautionary measure is to issue to each of the players before the first practice, two strips of unbleached muslin about three feet long and three inches wide. One of these should be wrapped about each ankle and arch in a "figure of eight" bandage and should be then held securely in place by a small piece of tape. The strips support the arch and ankle moderately and are particularly valuable in the early season when the foot structures are not yet ready for the strain of play.

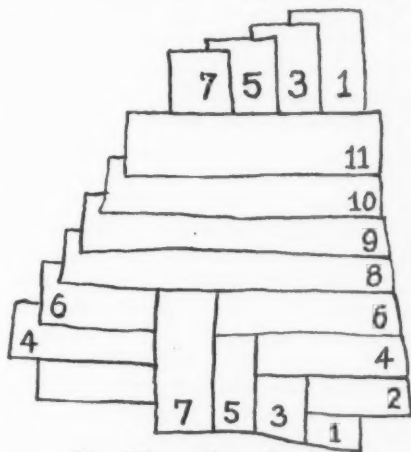
The Basket Bandage for Sprained Ankles

If the feet develop painful points for which no adequate cause is apparent, it is fair to assume strain of some of the foot structures. For such conditions and for sprains of the ankle, no other treatment is so helpful as the application, in whole or in part, of the basket weave bandage, first described by Gibney, and which is applied as follows:

Four strips of adhesive tape one inch wide and fourteen inches long, and seven strips one inch wide and ten to twelve inches long. Stick them by one end to the back of a chair or edge of a table. Seat yourself and patient, with his leg across your left knee. Keep the foot at right angles to the leg, as it would be in standing, and everted slightly if the sprain is on the outer side, or inverted if sprained on the inner

side of the ankle, so as to relax the sprained ligaments.

Apply the first strip vertically. Begin about eight inches above the inner malleolus or ankle bone and back far enough to cover the side of the tendon Achilles or heel cord, then under the heel and up the other side, (strip No. 1). The second strip goes horizontally, from the outer border of the foot near the little toe, around the heel and along the inner border of the foot to within an inch of the big toe, (strip No. 2).



The Gibney Tape Bandage

Now another strip vertically, and overlapping the first strip about one half, (strip 3), and then another horizontal strip higher up than strip number two and overlapping it about one-half, (strip 4), and so on until the ankle is covered by alternating vertical and horizontal strips, except a free space of about half an inch down the front of the leg and foot, which should be left open to permit of free circulation, for important vessels are present there. Never wrap the leg and foot circularly with adhesive tape in case of sprain with swelling.

Sprained Ankles

While not properly classed as foot injuries, sprains of the ankle

may well be discussed at this time in view of the fact that the chief means of treatment for them, the Gibney bandage has already been described.

Soak a sprained ankle at the earliest possible moment, in a bucket of ice cold water, or wrap in cold cloths, or apply an ice bag to the injured area. A sprain is a tear. If it is a severe tear, some hemorrhage always occurs in the surrounding tissues and an immediate, puffy swelling results which often gives a dusky, purplish appearance to the skin in the region of the injury. *Immediate* swelling always indicates hemorrhage due to torn vessels. Theoretically, cold is indicated rather than heat, because cold causes a reflex contraction and lessening of the calibre of the vessels and so reduces the bleeding. Pressure is also indicated, for that limits the bleeding mechanically. All comparatively large hemorrhages due to sprains at the ankle, are checked in great part by the swelling and resulting pressure they themselves produce. Cold and pressure then, are proper to apply immediately after the injury.

With reference to pressure, the following is well worth remembering. If the injury is at all severe, so that there is a possibility of the part swelling still more after it has been wrapped, care should be taken to avoid any form of bandaging either by tape or gauze which will entirely encircle the ankle. Never wrap an ankle circularly so that the bandage passes over the top of the foot, unless it is a mild injury with little or no swelling or else an old one in which the swelling has abated. The reason for this is an important one. The arterial supply for the foot passes down the front of the leg and close to the surface at the ankle. There-

fore if the ankle is wrapped circularly, a little additional swelling may cause such a pressure as to limit or even shut off the blood supply, to the great danger of the individual. Apart from considerations of the danger involved to the foot, it is well to remember that constriction which interferes to any extent with free circulation, is a hindrance to recovery. On my own teams tape is never employed to encircle the foot and ankle. We take no dangerous chances when the Gibney bandage, open an inch down the instep and lower leg, fills every requirement as to support and is free from dangerous possibilities.

In the case of a severe sprain, with much swelling and disability, the boy should be placed in bed with his injured ankle somewhat elevated and wrapped lightly with towels soaked in a cold solution such as boric-alcohol—which is alcohol plus boric acid; or with a salt solution. Over this wrapping place an ice bag. After twenty-four or forty-eight hours, depending on the appearance of the part and certainly only *after the ankle has ceased to swell*, a change from cold to heat is advisable. Now and for the first time, heat and gentle massage is employed. Massage at an earlier time may reopen the torn vessels and increase the swelling. With each additional day after the second, increase the length and pressure of the massage. Rub and work on the ankle under the rays of a therapeutic light and always upward in the direction of the knee. It is the manipulation and not the rub that gives returns. Cocoa butter, a few cents' worth of which will provide rub for a whole season, is a useful lubricant. If a medicament is desired, an ointment of one-half methyl salicylate oint-

(Continued on page 49)

A Year's Course in Physical Training for High School and College

BY
ROBERT NOHR, JR.

This is the fourth of a series of articles by Mr. Nohr now appearing each month in the Journal. The lessons suggest a course of training that is suitable for either school or college students. Mr. Nohr is an instructor in the School of Physical Education in the State Normal College, LaCrosse, Wisconsin.—EDITOR'S NOTE.

LESSON 7

Tactics



1. Forming of rank members in ranks of fours.

a. Changing from front to front ranks. Command: "Form L. (R) passing in rear—march." On the command "march," the left member marches 8 steps in place. The 2, 3, and right hand member face $\frac{1}{4}$ turn L. (R.) march forward in a flank formation, passing in rear of the left member forming to the left of him in a front rank. The 2nd arrives in 4 steps, the 3rd in 6 steps, and the 4th in 8 steps.

2. Review.

3. Running.

Free Exercises Alternated with Marching.

While the class is marching about the space in a long flank rank give the command "double distance—march." The leader continues marching and the rest of the members shorten their stride until they are at a distance of about twice the length of the arm from the one in front. In order to form in close order again give the command "the leader in place and the rest close up—march."

All exercises which are alternated with marching must be executed in the regular marching rhythm, and, in the marching, the last step is always a closing step.

1. a. Raise L. knee and arms forward—1. Lower—2. Same R.—3-4. Repeat L. and R.—5-8, 8 counts.

b. Eight marching steps forward—1-8, 8 counts.

2. a. Touch L. toe sideward and raise arms sideward—1. Return—2. Same R.—3-4. Repeat L. and R.—5-8, 8 counts.

b. Eight marching steps forward—1-8, 8 counts.

3. a. Jump to side-stride and swing arms sideward—1. Bend trunk L.—2. Return—3-4. Same R.—5-8. Repeat—9-16, 16 counts.

b. 16 marching steps forward—1-16, 16 counts.

4. a. Place hands in rear of head—1. Bend trunk L.—2. Return—3-4. Same R.—5-8. Repeat—9-16, 16 counts.

b. 16 marching steps forward—1-16, 16 counts.

Note: Execute each part (a. and b.) on command, halting after each 8 counts. Then give the command "In time—begin."

Exercises With One Club

For beginners it is well to learn the easy fundamental movements with one club. On command, the club is changed from one hand to the other.

Use the same method of distributing the clubs to the class as described in the wand exercises in lesson 5.

The Starting Position

Command: "Club to starting position—raise." The club is raised vertically upward at the L.

shoulder with elbow down and hand at the side of the shoulder. The knob of the club is at the base of the hand with the forefinger guiding along the shank. Use the command "swing" for starting the movement.

1. Whole arm circle L. Outward to starting position in two counts.

2. Same right.

3. Whole arm circle L. inward to starting position in two counts.

4. Same right.

5. $\frac{3}{4}$ arm circle L. outward (the elbow is bent and the club and fore arm are held horizontally in front of chest). 1. Tip the club on the fore arm—2. (Drop the club on the fore arm, holding club as you would a pen). Return—3-4.

6. Same right.

7. $\frac{3}{4}$ arm circle L. inward—1. (Arm and club held horizontally sideward). Tip club on fore arm—2. Return—3-4.

8. Same right.

9. 3 continuous arm circles L. outward in four counts. (Lower to starting position on count 4).

10. Same right.

11. $\frac{1}{2}$ arm circle L. outward—1. (Arm vertically downward). 2 hand circles in front of thighs—2-3. $\frac{1}{2}$ arm circle outward to starting position—4. (The arm continues in the same direction).

12. Same right.

13. Place club on the floor and give several exercises for the trunk and legs. Finish with some exercises of hopping and jumping or running in place and then a breathing exercise.

Note: All arm circles should begin by straightening the arm directly upward and getting a full swing. The arm should also be in that position before lowering to a starting position.

Apparatus

Exercises in the hang rearways and the hang-stand frontways on the Stall Bars.

Alignment:

Form class in a long front rank facing the apparatus. It is well to have about $\frac{1}{3}$ of the class working at one time. Working from one of the rank, a certain number will face and run in a flank formation to the apparatus. After they have finished, they will face and run to the rear end of the class and the next group run.

A. Exercises in the hang rearways.

Climb to a hang rearways on the upper round and;

1. Raise L. knee forward. Lower—2. Same R.—3-4.

2. Raise L. leg forward. Lower—2. Same R.—3-4.

3. Raise L. knee forward. Straighten leg forward—2. Lower—3. Same R.—4-6.

4. Raise both knees forward—1. Lower—2.

5. Raise both knees forward—1. Straighten legs forward—2. Lower—3. (Hold only momentarily).

6. Raise both legs forward—1. Lower—2. (Hold only momentarily—later for a short period).

Note: Give each once on command and then several times in rhythm. Give the command "halt" and then "to a stand—jump."

B. Exercises in the hang-stand frontways.

The hang-stand is a position in which the student stands on one of the lower rounds and grasps the round in front of him about shoulder high with the arms and body straight.

Climb to a hang-stand frontways and

1. Bend knees—1. Straighten—2.

2. Bend hips—1. Straighten—2.

3. Turn trunk L., straddle L. leg sideward and swing L. arm sideward—1. Return—2. Same R.—3-4

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4. Bend knees—1. Straighten and immediately turn trunk L. with straddling L. leg sideward and swinging L. arm sideward—2. (A linked movement from one position to the other.) Same R.—3-4.

Note: Executed as in Note under A.

Game

The Beetle Goes 'Round

Hands are behind back with palms open. One member is outside the circle and he carries a rolled towel (the beetle).

Running around the outside of the circle, he puts the beetle into the hands of one of the players. The player receiving the beetle strikes his right hand neighbor on the back. The player hit tries to avoid the blows by running around the circle to his former position. The pursuer goes on around the circle and gives the beetle to some other player. It is important that the player who delivers the beetle step back out of the way and then step into the place vacated by the runners.

LESSON 8

Tactics

As soon as all the tactic movements of the preceding lessons have been well learned, two or more of these activities may be combined and executed in succession. Such combinations create a new interest and offer splendid material for developing attention and alertness.

The following examples show some of the possibilities. Form the class in a column of front ranks of fours.

1. a. Form in front of L.—1-4, 4 steps.

b. Face L. in 4 marching steps in place—1-4, 4 steps.

Repeat 3 times to original places, 24 steps.

Total 32 steps.

2. a. Form in front of L.—1-4, 4 steps.

b. Form L. of first—1-4, 4 steps.

c. $\frac{1}{2}$ wheel L.—1-8, 8 steps.

Total 16 steps.

Repeat on command.

3. a. $\frac{1}{2}$ wheel L.—1-8, 8 steps.

b. Form L. passing in rear—1-8, 8 steps.

Total 16 steps.

Repeat on command.

4. a. $\frac{1}{4}$ wheel L.—1-4, 4 steps.

b. 4 steps forward—1-4, 4 steps.

Total 8 steps.

Repeat 3 times, 24 steps.

Total 32 steps.

B. Running. Review.

Free Exercises

1. Raise L. leg forward and raise arms forward—1. Lower—

2. Raise L. leg and arms sideward—3. Lower—4. (Rapid rhythm.) Same R.—5-8.

2. Hands on hips—place.

Lunge L. sideward—1. Change knee bending—2. Return—3.

Replace foot—4. Same R.—5-8. (Not too fast, secure good bending, and keep trunk erect).

3. Turn trunk L. and swing arms fore—upward—1. Lower trunk half forward (back flat) and place hands in rear of head—2. Return—3-4. Same R.—5-8. (Slow rhythm or on command with holding each position firmly).

4. Rise on toes and swing arms side—upward—1. Lower arms forward—2. Return—3. Lower heels and arms—4.

5. Jump to a side-stride stand and swing arms fore—upward—1. Bend trunk forward touching floor with hands—2. Straighten—3. Repeat the bending and straightening 2 times—4-7. Jump to position with lowering arms—8. (Slow vigorous movements).

6. Jump to a squat stand with hands on floor—1. Stretch legs backward to support lying position—2. Bend arms—3. Straighten—4. Repeat the bending and straightening—5-6. Jump to position in 2 counts—7-8.

7. To a side-stride stand—jump.

Turn trunk L. and raise arms sideward—1. Bend trunk L. and place hands in rear of head—2. Return—3-4. Same R.—5-8. Position—jump.

8. Hands on hips—place.

Alternate 8 jumps in place (feet together)—1-8. With jumping to a side-stride stand and closing 4 times—1-8.

9. Same as 8 with a 4/4 turn L. or R. in the 8 jumps in place. Hands—lower.

10. Breathing exercise.

Apparatus

Exercises in the straight and bent arm hang on two poles.

Alignment:

Form class in a long front rank facing the poles, at a distance far enough away to permit swinging of poles. Use the same method of running to and returning from the apparatus as on the stall bars.

A. Walk backward until the grasp is on the end of the poles. Run and

1. Jump to a straight arm hang, swing and jump down on the end of the 2nd backward swing.

2. Same as 1. but with raising L. knee forward and holding that position while swinging. Same right.

3. Same as 1. but with raising both knees forward.

4. Repeat 1, 2, 3, but jump to a bent arms hang. Hold poles close to the shoulders.

B. 1. With grasp on two poles jump to a climbing position on one pole. Jump to a stand.

The climbing position is taken by winding one leg in front of the pole with the heel against the pole and placing the other leg in the rear with shin and instep against the pole. Be sure and grip the pole with the knees.

2. Same as 1. but climb 1/2

distance of the pole and return.

The knees at first are raised high clinching the pole. Then climb up hand over hand until the body is straight. Repeat. Return in the reverse manner and do not slide.

Game

Jumping Circle

Formation: A circle facing inward, with the instructor in the center who has a rope which has an old gym shoe or a padded weight on one end.

The instructor swings the rope slowly around the circle so that the weighted end passes under the feet of the class. As the rope swings about, the members in the circle jump over it. Any one who is hit must step out.

Variations:

1. Facing in a flank circle.
2. Facing outward.
3. Jumping with both feet together.



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Co-operation Between High Schools and Colleges

(Continued from page 13)

ference to agree to accord entry to their tournaments and athletic meets conducted for high school pupils only to those pupils who come with official credentials from their state associations gives us a prestige of tremendous value in the prosecution of our program. It enables us to enforce our rules, giving us a standing in the eyes of our own people that we could scarcely gain in any other way. This recognition of our authority should be cordially granted by every college in the land.

"A third important step not yet recognized by the colleges but rapidly assuming importance in the minds of high school men has to do with the exploitation of high school boys for advertising purposes. Unless I mistake the trend of educational opinion this is going to become a much discussed subject in the near future. The innumerable 'invitation' meets and tourneys conducted by the colleges are rapidly becoming nuisances. We shall probably have to admit that the large universities do not indulge in this evil so extensively as formerly. But the smaller colleges still seem to consider these interruptions of the high school programs as necessary means of recruiting for both academic and athletic departments—especially the latter. High schools of Central Illinois are submerged with these 'invitations.' My plea is that the colleges refrain from so extensive a use of these methods of advertising.

"Of course it may be argued that the schools do not have to accept these invitations. That suggests still another problem the colleges may help us to solve. We are very much closer to our

clientele than are the colleges. We are in a position such that tremendous pressure can be brought to bear to induce us to yield to the enthusiasm, often misdirected, of athletes, coaches, 'sports,' sports editors, fans and the whole host of 'followers' who conceive the only purpose of a school to be to furnish thrills for the populace. We ask the colleges to co-operate with us in educating the people to a saner attitude toward the educational program rather than to exploit the present 'craze' for thrills for advertising purposes.

"In general we appeal to the colleges to co-operate with us in a sincere effort to make the athletic program a part of, rather than superior to, the educational program. Probably the chief factor in such an effort must be an attempt to educate the entire public with respect to what constitutes a legitimate educational program. Colleges and high schools jointly share the responsibility for such an attempt.

"Unquestionably the school athlete is no longer of the 'bully' type of a former day. But we are in some danger of going to the opposite extreme and deifying the successful athlete into a 'little tin god,' thus not only manifesting and cultivating a distorted sense of values but seriously endangering the sanity of the object of our misdirected adulation. The situation demands a sober and honest inventory of our educational aims, practices and outcomes to the end that we may direct our efforts intelligently and efficiently in the interest of the public welfare. There is ample opportunity for co-operation on the part of all educational agencies.

"It is not unusual to hear the athletic program referred to as a program of hard, conscientious,

persistent labor and of rigid discipline. We are told it is not a program of ease and indifferent effort. Fortunately this is true and is undoubtedly as it should be. In all of my experience I have never heard anyone advocate an attitude of indifference on the part of players or commend any lack of rigid discipline on the part of coaches or managers. We strive with all our might and with all our courage and with all our endurance in a commendable effort to win the game according to the rules.

"But without knowing exactly where the trouble is, or indeed if there really is any trouble, I often have a vague feeling that the 'play' spirit is almost wholly eliminated from our interscholastic athletics. I wonder if we are not, at times, taking them too seriously? I wonder if we are not losing a great deal of both personal and social value through the intense, emotional concern we manifest over the outcome of games. May there not be a possibility of co-operation between the colleges and high schools to secure a sane evaluation of our interscholastic contests to the end that they may be made to contribute something of cultural and spiritual values as well as being great physical spectacles?"

Following Mr. Whitten's address O. E. Smith, Secretary-Treasury of the Minnesota State High school Athletic Association, discussed the subject "Are the Interscholastic Meets and Tournaments as now conducted by the Conference Universities worth while?" Following is a copy of Mr. Smith's remarks:

"The above topic is wide in range—too wide to be answered concretely, so we shall endeavor to state briefly: First, a few of the common objections to interscholastic meets and tournaments

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as conducted by our universities or by the several state high school athletic associations, and secondly, some of the benefits derived through these meets and tournaments.

"The serious interruption of school work incident to the series of district and regional contests is found among the most common objections to the tournament idea. Doubtless this interruption is more pronounced than is indicated by the small number of boys who participate in these athletic meets.

"Are we meeting the aims of our physical education program by concentrating on the development of a few who are in all probability the least in need of physical training? Is it desirable that we make as much as we do of the athletic skill or prowess of boys of high school age? An observer can readily see that the physical strain placed on a basketball team that has survived a tournament is indeed severe. This strain is even greater should the team enter an inter-state meet. The long trip necessary to reach the tournament is in itself a severe strain, coming just after the state tournament, and to the team who wins or even reaches well into the tournament, it is a real 'endurance test.'

"With championship honors as the goal, there has arisen in many localities the 'undesirable fan' or 'camp follower' situation. Many a good athletic coach has suffered because of this 'desire to win at any cost' class of people. Fortunate is the school that has an athletic director who can withstand this pressure.

"Many have complained of the living conditions in centers where inter-state tournaments have been held. Certainly where three hundred or four hundred boys are met together for a four or five

days' tournament, living conditions should be the best and above criticism. The objections raised against athletic meets and tournaments are more often thought of in terms of basketball than in general when we think of football, tennis, swimming, track and field meets, hockey and spring baseball.

"We do not need less athletics in our schools today but what we do need is more control of athletics, that control which teaches that good, clean amateur athletics is needed everywhere in our American life. The serious interruption of school work due to athletic activities is largely a matter of local control and is no doubt more pronounced in some schools than in others. In witnessing a basketball or football game the public is apt to think that these boys are the few who are thus physically benefited but they forget the great number of boys who are in training and who make it possible to secure this 'first team.'

"With a desire to lessen the physical strain on our basketball players we are trying in Minnesota this year a new plan. We have divided our state into thirty-two districts made up of 256 state high schools. These districts are divided into eight regions and the winners from the eight regional tournaments meet in a state tournament, March 18th, 19th, and 20th at the Kenwood Armory in Minneapolis. We believe this plan will lessen the tension during the playing season, shorten the regional and state tournaments and bring better teams to the final tournament. We allow only the state championship team or runners-up to attend a national meet.

"Physical training through athletics is far more than the measure of the results of a series of games or tournaments may indi-

cate. The psychology of an athletic contest is not one-sided. Those who witness the contest are benefited as well as those who participate. Many a fine example of sportsmanship displayed on the athletic arena has left its impression on the enthusiastic fan. True sportsmanship calls for a high grade of manhood. Athletics as fostered in our high schools today calls for the best of ideals and standards of sportsmanship and the best possible physical development of the boys in our schools. Scholastic requirements for those who participate in athletics were never higher than they are at the present time. It has been clearly demonstrated that the best athletes are our best students. That time when an athlete is the best physically fit for athletic contests is the time when his mind is the keenest and he is doing his best school work. Physical training

does not merely promote health and efficiency, but sound physical health is an aid to clear thinking and clean living. Any athletic contest or meet which teaches the habits of alertness, team-work, fair play, how to be a good loser or winner, will train for that later contest in which all must participate and in which all these quali-

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"The athletic achievements of any nation are an indication of that nation's physical, moral and mental strength. History has afforded us many striking examples of those nations whose greatest periods were those when their athletic activities were the most pronounced. A worthy characteristic in our American youth is the desire to excel and it would seem, therefore, that our athletic meets and tournaments afford a proper incentive for many to participate in athletic contests. These contests will be worth while just so long as they are properly controlled, just so long as proper environment prevails around the meet or tournament and just so long as we can keep the commercial side of athletics to a minimum."

Dr. L. W. Smith, Secretary of the National Federation of State High School Athletic Associations, Superintendent of the Joliet Township High School and Junior College, and one of the outstanding men in high school athletic reforms in the middle west and the nation, then discussed an interesting subject as follows:

"Is the Championship Idea in Athletics in Harmony with Education Aims?"

"The development of athletics in high schools in the last twenty years has hinged upon a series of major problems. As soon as one problem has been, in a measure, solved a seemingly larger one immediately appears. Perhaps that is normal. In any major activity of life we find a similar situation. Twenty years ago the big problem in athletics facing high school executives was that of training the community, the public in general, to appreciate the benefits coming from interscholastic athletics. Even high school

faculties were not convinced of the importance of this form of interscholastic activity. In the experience of the speaker seventeen or eighteen years ago occurred a striking illustration of this. While he was principal of the Kankakee High School one of the attorneys of that city got out an injunction against him and the Board of Education for conducting a series of prize fights under cover of football games. This lawsuit was so sensational that it was broadcasted all over the country by the Associated Press.

"A part of that same problem faced by high school executives was the difficulty of getting high school organizations and the public to realize that interscholastic athletics was an educational enterprise and that it is dominated by the same objectives as are found in other forms of educational work. Because of this failure to understand the educational significance of athletics, ringer and tramp athletes were allowed to be members of the teams. Even coaches and members of the faculty were on high school teams. The speaker remembers quite distinctly the early attempts that were made to correct these evils and to give athletics their proper educational environment. A few forward-looking high school principals, fifteen or twenty, year after year gathered at Springfield under the name of the Illinois High School Athletic Association. They spent their time making rules and discussing rather vaguely and in a discouraged fashion the serious problems that faced them. The rules had no force behind them. They operated by influence only. However, more and more people came to realize the ideals of sportsmanship that underlay these rules, and these early efforts were the foundation

of the magnificent athletic structures that have since been built.

"In the course of years the Illinois High School Athletic Association and other high school athletic associations have grown into powerful instruments for the regulation of inter-scholastic athletics in conformity with the true ideals of sportsmanship. One can examine the eligibility rules of any one of a dozen states, and he will uniformly find that behind each rule there is an educational ideal. The fact of the matter is that the enforcement of right conduct in athletics has developed far beyond the ideals of the citizens and the public in general which patronizes interscholastic contests as spectators. The state organizations have come into positions of power. They are indeed so successful that their very prosperity in recent years has built them up into such a large organization that there is some

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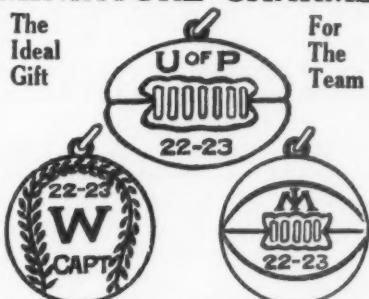
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danger of their breaking down from their own weight. The business of each of these state associations has become so voluminous that no high school principal can afford to handle it as an incident to his regular work. Fortunately several state associations have been able to develop their finances to such a point that they have been able to employ full time executives to look after their interests. Notable examples of states which have state executives on full time are Indiana and Illinois. Several others have part time managers. There is no question that there will be a rapid development of this new type of educational executive.

'But what has all this to do with my topic bearing upon the championship idea and its relationship to educational aims? Just this: The enormous development of inter-scholastic athletics among high schools has stimulated the public to such a point of interest that the struggle for championship endangers the integrity of educational aims. Interscholastic athletics demands of its participants that they shall constantly put forth their best efforts in the project in hand. It demands of him the highest co-operation. It demands the highest moral ideals. It demands quickness and accuracy of thought. It demands discipline. In other words it is one more agency in the educational program for putting over a set of objectives on which every educational project is centered. Championships have not only brought the interscholastic teams alone to the front, but it has interested thousands of others in athletics. A big defect at this point is that the idea of championship has developed the interest of students far beyond the point where we have provided

adequate facilities for the athletic interests of great masses of students.

"The outstanding evils coming from spectators and the public is the insistent demand that we win. The danger which is very acute in nearly every community is that the high school will be compelled by public pressure to sacrifice ideals of scholarship. In harmony with a statement made at the beginning, we are face to face with another of the great problems in the development of athletics. We shall be in a chaos once more unless we can train our alumni and the public to get the educator's point of view. If we can do that we can go ahead and conduct our interscholastic games with sportsmanship and educational objectives as major motives. The possibility of educational service under these conditions are unlimited and are inspiring. On the other hand, if we cannot get these higher ideals uppermost, we will enter into a period of decline. I am wholly optimistic, but up-to-date I think we have not been sufficiently aware of the problem that faces us, and we have not sought means of solving this problem."

L. W. St. John, Director of Physical Education at Ohio State University, next spoke in favor of extending the co-operative movement, which had been proven successful after two years trial to the extent of inviting athletic men in other conferences to meet with the college athletic directors and the high school association secretaries next year. He further urged that the high school secretaries request that the high school principals in the various states co-operate with the college men in the matter of enforcing their rules regarding illegitimate recruiting. He suggested that while for the most

part high school principals had the proper conception of amateur ideals in athletics that now and then a high school principal or coach encouraged his athletes to believe that the latter's athletic ability could be commercialized and consequently too many high school men were want to believe that they could sell their athletic skill to the colleges. He further stressed the point that all of the colleges of the country should unite on a program designed to foster amateur athletics and to discourage illegitimate recruiting of athletes.

Dr. Forrest Allen, Director of Athletics at the University of Kansas next spoke on the "Responsibility of the Director" as follows:

We hear much today about the so called anti-climactic period of the former high school athlete who comes as a freshman to enter



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upon four years of University life.

There is an abruptness in the break that comes between the athletic period of stardom of high school days and the somewhat drab existence of freshman days in college, due to the fact that the alumni and the would-be friends of the boy have held out to him the wrong ideal. They have shown to him his athletic prowess as a first aim and as an end in itself; when, in reality, his athletic prowess should never be allowed to get beyond the place of a means to an end. The end to be achieved should always be a college diploma which will better fit the boy for the battles of life.

The question naturally arises, who is responsible for the mental status of the boy who puts his own athletic prowess ahead of a love and pride for his school? The answer is; in the main, the athletic directors, the coaches and the alumni. For have not we, or our predecessors, turned out from our college halls these coaches who are now sending the boys back to us as athletes and as students? The alumni of any school should have had the true sportsman's principles and precepts grounded thoroughly into them during their undergraduate days, for they are now the men who are rushing the present day athletes for their fraternities and for their colleges.

What have these men been telling the high school boys that has given them the wrong conception of what they might expect at college? They have told them of easy jobs in return for athletic prowess, and the sweets of the garden for one great end, that is, winning teams.

Football because of its magnitude as a sport, offers the greatest dangers of any sport, both to

the athlete and to the college. College football faces one of two hazards: (1) the danger of the abolishment of the professional coaching system and the placing of the coaching responsibilities upon an undergraduate system basis. (2) The national agreement among college presidents to place a maximum salary for football coaches by giving them a full professor's salary and no more.

This move would take away the activity of a meddlesome alumni which usually has far too much to say concerning the appointment of the football coach. The university president does not consult his alumni with the same concern when he desires to hire a dean for one of his colleges as he does when he hires a football coach. Why? Because *winning* is not at stake in the case of hiring his deans and he is allowed to use his own best judgment. On the other hand, the alumni on the athletic board are generally concerned in winning coaches alone, and are too often given to the boosting of a man for the coaching job by considering his win-percentage column rather than by considering his fine qualities of manhood and his ability as a builder of men.

We must have a re-education of the high school athletes, but we must begin with our alumni who are out in the field. By using the spoken and the printed word, we should lay our aims emphatically before our alumni. Then we must work ardently with our students who are now in college. Our embryonic coaches, now in our coaching schools, will be the young men who will direct the high school boys' mental attitude toward this question in the next academic generation. These coming coaches will be the ones to clear the confused attitude of mind be-

tween the strictly amateur and the semi-ethical collegiate game.

Let there be no misunderstanding. The job is strictly the director's and he should assume full responsibility and endeavor to set his house in order.

No coach should receive a greater salary than does his athletic director. When this situation of affairs confronts a department, the athletic director should resign; for it is plainly evident that he is too small a man for the job that is demanded of him.

Note: These discussions should be of especial interest to the administrators of school and college athletics. It is suggested that the attention of the school principal be called to this issue of the Journal.

Organization of Winter Sports

(Continued from page 11)

variety in activity and opportunity for wholesome out-door fun for those who will not skate. For this group the toboggan slide may be the only other activity of winter sports. It can not be said that tobogganing has any great educational features, but it does get people out-of-doors and does attract many who would not get out otherwise. Incidentally it furnishes considerable exercise in climbing up hill. The pleasure of going down a slide seventy miles an hour is always enjoyed and hence the toboggan slide is justified from the standpoint of recreation and health.

Ski-ing, although a more recent

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sport in this country, is constantly gaining in prominence and popularity. From the standpoint of the general student body we are interested in the cross country ski-ing rather than jumping. In Norway the cross country ski-ing is far the more important and that is the way it should be here. Ski-ing should be fostered because, like skating, it has certain advantages all its own. There is no pleasure like taking a long ski hike on a winter day over the snow covered country. Even on level ground one can comfortably keep up a five mile an hour pace; and on hills the thrill of going down more than compensates the upward climb. Furthermore ski-ing enables one to enjoy cross country trips on knee deep snow when walking would be impossible. Any one who has once learned to handle his skis will never miss an opportunity to use them as long as he is

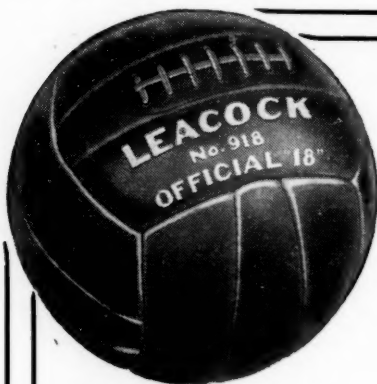
physically able.

There is no reason, however, why ski jumping should not be fostered when there is a large enough number to make it worth while. Ski jumping is a phase of winter sports entirely in a class by itself. It trains the judgment of distance and bodily control as nothing else possibly can do.

Ski racing might well be compared to cross country running. It is possibly more difficult to master the technique of ski-ing than of running; when the pole is used in ski-ing, man develops his arms and shoulders more than in running. It furnishes an opportunity for powerful lung exercise in the winter out-of-doors which would not be possible otherwise.

Skating Rinks

In providing facilities for winter sports, the general skating rink is the first thing that must



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receive attention. There are several important things to be borne in mind in selecting a site for a rink. In the first place it must be where people can easily get to it without walking two or three miles. It must be either near a car line, or best of all within a few minutes walking distance of the residential district. When this is not possible then there should be some way of informing people of the condition of the ice so as to avoid their going out merely to find poor ice. When possible place the rink where it is protected from the prevailing cold winds and large snow drifts.

Kinds of Rinks

In laying out the rink, four things must be considered. First: There should be a large rink for

general skating. The shape should be square or oval. When it is impossible to provide a rink of this sort it may be advisable to make one broad track with two circles at each end. The size of course will depend on various factors, such as the number of people, the amount of help, and largely on the weather conditions. Second: When the rink for general skating has been provided the next thing of importance is a track for speed skaters. This track should be measured off and constructed so as to have wide curves. A quarter mile track is a convenient size. Third: A separate smaller rink ought to be kept up for those who wish to do fancy skating. It is very inconvenient and disturbing to do



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fancy skating on the general rink. Fourth: A small hockey rink ought to be provided for those who wish to play the game and for young boys who are constantly on the ice with their sticks.

The arrangement of these rinks will depend largely on the locality and natural conditions. It is a good thing to have the racing track where people will not cross it going and coming to the general rink. The rink for fancy skating may be placed at one end of the general rink with a fence of snow marking it off. At any rate this fancy skating rink ought to be apart by itself, for people like to watch others doing fancy skating and it helps the sport to have people see what can be done on skates. The small hockey rink may be placed where it is most convenient. All these rinks should have signs telling what the space is for and people should be made to skate where they belong.

It is essential to have a warming shack where people can change their shoes without freezing and where they can rest and get warm. This shack should be as close to the rink as possible, and should include benches enough for a maximum crowd. It is a good thing to have an attendant on hand to check clothes and take care of the shack. A few benches ought also to be placed on the edges of the general skating rink.

It is necessary that the rink be lighted at night. Many can not skate during the day and skating in the dark is likely to lead to serious accidents. A definite hour of closing the shack should be set. On Fridays and Saturdays of course the rink should be kept open longer than during week nights.

It is often advisable to have an

artificial rink even when natural facilities are on hand. One advantage is that skating can be done two or three weeks sooner on an artificial rink than on a lake or river. On the other hand it will be possible to skate many days on the lake rink when the artificial rink will be in poor condition. This is because of the thickness of the ice on a large body of water which remains hard even on very warm days.

The first thing to do in preparing a rink on land is to build a wall of sod or clay about six inches high around the space to be used. Planks packed with snow may also be used instead. On a cold day turn on a firehose with as big a stream as possible until there is a foundation of several inches. When this has frozen solidly use a garden hose with a very fine spray and put the water on at night or during the day if it is cold enough to freeze as soon as the water hits the ice. Keep going over the ice with this spray until a good even surface is obtained. It takes a lot of time to get this rink in shape. After it is once made then it is not so much trouble to keep it up. Whenever the ice gets rather badly cut up the snow must be cleaned off and another spray applied. Going over with the spray twice or three times will bring much better results than doing it just once. Frequency of spraying will depend on the amount of help and how much the rink is used.

(To be continued in the February issue)

Position Wanted

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CHATS WITH COACHES

IF seventy thousand people will sit in a driving rain to watch a football game when it would be impossible to get half as many people to attend a religious, political or educational meeting under the same circumstances and conditions, it is pertinent to inquire whether or not football should be condemned because of its popularity. The following quotation from the New York City *Post* is interesting:

"The philosophers are philosophizing about the Yale-Harvard football game, where 70,000 persons sat in the rain with the patience of martyrs to see the bout through. No such crowd would sit for an afternoon in such a downpour for the sake of politics, religion, the drama or any other interest or activity. Some of the commentators express satisfac-

tion that there is one interest remaining in the world which can draw so many people together, while another is glad to know that there is one subject left about which so many people can get excited at the same time. The social engineer wonders how so much simultaneous heart interest, like a river's flow, might be harnessed to some great cause or reform. It is this aspect of the football interest that is only beginning to be examined by the power experts in social dynamics."

Coach T. E. Jones, of the University of Wisconsin, has hit upon a unique scheme that will be of value to track men who are learning how to judge their pace. The following description of his device is taken from the Wisconsin *Daily Cardinal*:

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This shoe answers everything that can be expected of a shoe. It is for this reason that I have taken this opportunity to write you, as I do not think it would be fair to either you or ourselves, not to express our satisfaction since we tried the shoes out.

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"Tracksters Time Themselves by New Invention in Annex."

"Clang! Clang! Great curiosity was aroused in the annex yesterday over a new device, a little wooden box with a bell on it, that rang at intervals.

"When asked what it was all about Coach Jones stated that it was a new pacing machine. It is arranged so that a bell can be timed to ring in from half a second to 100 seconds.

"A machine such as this will be invaluable in teaching runners to judge pace and will save the coach a great deal of time in personally timing a runner. A man running a 60-second quarter mile will set the machine to ring every 20 seconds. Each time he completes one of the three laps of the quarter mile on the indoor track he can check up to see whether he is running ahead or behind schedule.

"This will work just as well for distance runs. If a runner is to do a 12-minute two-mile he will set the machine to ring every 30 seconds, the time required to run each of the 24 laps of the two miles.

"Yesterday many runners were running their favorite events according to a schedule by the new invention.

"When the outdoor season comes Coach Jones intends to establish a timing machine at each of the 220-yard marks and check up on the men in the same way during the outdoor practice. It will be of even greater value on the full quarter-mile track, where it is much harder to judge pace than indoors. The distance is greater before the runner passes the landmark he uses in judging pace.

"Such a machine could hardly be used in a dual conference meet as it would be unfair to the team that had been using it all season.

"Coach Jones has had such an idea in mind for the past two years, but able to put it into practice only this year. He went to several jewelers with his idea but none of them could devise such an instrument. Finally Mr. Romare, the university mechanic, invented the machine, the first of its kind ever to be used by a track coach.

"Coach Jones and Mr. Romare have not yet decided whether or not to patent their invention."

The Florence, (Ala.) *Times* presents an interesting editorial regarding the value of interest in sport and business:

Sport

Your daughter, being of tender years, complains bitterly because she is required to sit in a chair and hurry through the three pages that constitute her lesson in reading.

In your large and tolerant way you endeavor to explain that reading a lesson is no more difficult than reading a fairy tale, and that imagination alone makes the reading objectionable. While explaining you feel very grown up and superior, but how superior are you? What is objectionable about your own job aside from the fact that you must choose between sticking to it and going hungry?

Suppose the business of knocking little balls about a cow pasture paid forty cents an hour and thousands engaged in it to earn their bread. How many then would do it for exercise? The caddy gets exercise, but he gets little thrill with it.

Suppose thousands earned their bread by incasing themselves in pads and endeavoring to ram holes in muscular and padded individuals who crouched in front of them. The thrill of it would be gone and most of us would prefer laying brick.

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And suppose the wage scale for batting a little ball across a net were sixty cents an hour, with time and a half for love sets. Would so many thousands exert themselves so enormously for a wage so small?

Professional baseball players make a labor of sport itself and are thereby eliminated as examples; but how many of them would stick if paid no more than grocery clerks are paid and denied flattering publicity?

Wilhelm and Henry Ford saw wood for exercise, and doubtless enjoy it greatly, but who believes that either would enjoy it if hard necessity drove him to it as a means of earning food?

Our present jobs, whatever they may be, would be much less tiresome if we had undertaken them to escape boredom or keep our muscles flexible and needed no other reward for our efforts.

The little girl's aversion to a lesson merely because it is a lesson may be amusing, but she functions much as her elders do.—*Baltimore Sun*.

The New York City *Post* through its editorial columns has recently drawn a comparison between the success in sport and the success in business. This editorial is as follows:

"The world of sport not infrequently points a moral to the sphere of successful business. In the Army-Navy game all the scoring was done by one stalwart cadet, who kicked four field goals. Such skill as he evinced is not fortuitous—the cheers of his mates on the sidelines could not have nerved him to the feat if he had not prepared in long, hard sessions of practice to do one thing well. Earlier in the football season "Red" Grange of Illinois made four touchdowns in twelve minutes against Michigan. His almost super-human

strength is ascribed to the fact that last summer he worked as iceman, carrying heavy blocks, so that later the superincumbent forms of football players 'came natural' as he shouldered his way down the gridiron. Often in business or in sport men are envied or reviled for their good luck by others who do not know what pains they took to prepare or what patience they showed before the triumph came."

The Boston, Mass. *Post* compares the popularity of football with that of baseball in the following editorial:

Football vs. Baseball

"Now that another football season has come and gone, the usual cry will again be heard that 'this was the greatest season in football history, and football, not baseball, is now "the great American pastime."'

"The first part of that statement is probably correct. Never have there been such crowds. Never has there been such a clamor for tickets. Never before have there been so many splendid teams in every section of the country, and perhaps never before has a single season produced so many great stars and great coaches. But the last part of the statement is debatable.

"From the mere crowd angle, football probably wins in a walk. More people see football all over the nation in a single November, Saturday than an average week of baseball will draw on all the summer-time diamonds. For the purpose of this comparison all your high-school games could be set against your minor league diamonds, while the big college contests, with their fifties of thousands, would swamp the major league turnstiles.

"But there is one major phase where baseball's leadership is

completely unchallenged. That is the matter of sustained interest, and football, from the very nature of the game, can never presume to outdo it. The baseball season holds its followers in ranks from early spring training until the World's Series in the fall. Football, a much fiercer flame, burns itself out in three short months, and the reason lies in the comparative pressure of the games.

"In football everything is staked on a certain effort on a certain day. If disaster is forthcoming, the sting of that disaster must be felt for an entire year. The beaten team and its dejected supporters can't say, 'Oh well, tomorrow's another day. Our best pitcher's had a three-day rest and our batters can't stay in this slump forever.' It is everything or nothing in a football game, and one defeat mars the schedule irreparably.

"Football like a great flaming comet, blazes across the autumnal sky in color and grandeur and beauty. But like the comet, it consumes itself, and is snuffed out over a week-end. Baseball plods along more mundanely, sometimes with a less spectacular trajectory, but it holds its path and the crowds that love it for eight months of training and playing, and four months of winter-time argument."

It is stimulating to read the editorial taken from the *Lead, S. D. Call* which was inspired by the football game played last fall between the Watertown and Sioux Falls Football Teams. The editorial referred to is here presented to JOURNAL readers.

Good Sportsmanship

Watertown and Sioux Falls high school football teams recently clashed to determine the championship for the eastern part of the state. It was evi-

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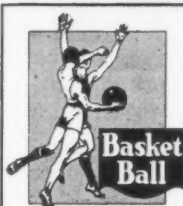
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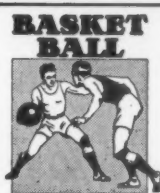
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dently a great game, testing the mettle and real sportsmanship of the individual members of each team. Watertown lost and Public Opinion was prompted to give the following editorial, which should be read by every follower of the great outdoor sport, whether fan, player or coach. It follows:

"Admitting there is disappointment, there is also satisfaction in the outcome of the Watertown-Sioux Falls high school football game at Sioux Falls Thursday. No one, striving for victory, likes defeat. Yet, defeat, honorably encountered, bears good fruit, and there is, often times, more vital value in the drab menu following a loss than in the festive feast following a success. Here it is that mind makes the man, and the Watertown boys who lost, as well as the Sioux Falls boys who won, can go to reap the respective benefits of the struggle only if they come into the correct mental attitude toward the result as each is especially affected.

"The Watertown boys made their preparation earnestly yet confidently. They worked hard. They knew they had to struggle to win but they believed they could win. Then came the game, and the loss. The jewel of a state title slipped from their grasp. It was a disappointment—a keen disappointment—but here, if we may be pardoned the expression of a bit of pride, 'our boys' proved that it will take more than one defeat to make of them a beaten team. There was no whining, no 'alibiing,' only 'a stiff upper lip,' and a determination to try again, next year—just a little harder.

"And so, in this loss, there is profit, an abundance of material on which to build stronger than ever. Hope is not shattered,

merely deferred. So feels the team; so feels its supporters, who include everyone in Watertown.

"All of which is good sportsmanship. High school football in South Dakota apparently affords sport of the best and cleanest kind. It is free from every taint which now and then, affects university and college football. Merit, ability, is the sole yardstick. Rivalry is keen, but friendly. The losers, as a rule, are good losers.

"That is why the game pays—pays in the building of superior character, in the inculcation of honesty, fairness and self reliance. The dividends from a fair defeat are just as valuable as those from a victory. When we have learned to take our losses with good grace, when we have demonstrated we know how to be good losers, we have added materially to the equipment necessary to successful coping with the problems of mature years."

Recently an article in the November *Forum* charged that since football pays large dividends the sport has become commercialized. An editorial writer in the Dayton, Ohio *Herald* presents the following reaction to this charge:

Reforming College

Writing in November *Forum*. Robert Kilburn charges that college football has become "an organized commercial spectacle in all essentials as professional as big league baseball." This is a broad indictment of a popular sport. It will not convict it in the minds of the majority of the people who love the sport and follow it with enthusiasm.

They will not deny that some reforms are needed to preserve its purely amateur status. But that the whole sport is commer-

cialized and professionalized while it is being held out as amateur does not follow. We will refuse to believe that the "national curse of commercialism has laid a heavy hand on it."

Kilburn says: "If the individual player receives no money, the athletic treasury receives a great deal. Even after paying a dozen professional coaches and heavy incidental expenses, there is a handsome profit left."

"Doubtless there is. But football is the staff of life to every other college game and sport with the possible exception of baseball. It supports the athletic activities which yield no profit but which usually cause losses. It permits schools to maintain teams and strive for athletic supremacy in games and sports which do not have a wide popular appeal. All these games come out of the profits of the ever-popular football.

"It would be well to bear these facts in mind when the game is 'reformed.' If football is to be crippled and hamstrung the extent of its injuries will be felt through every other college athletic endeavor. It is the goose which lays the golden eggs and should not be killed either because it is a goose or to prevent its laying golden eggs.

Question: When should track men start training?

Answer: It is usually desirable for track men who have not been in training in the fall to start as soon as possible after the holidays. The training at first should not be strenuous, but the man who extends his training over several months will do better than the one who tries to get in condition in a few weeks.

THE BASKETBALL SEASON IS HERE

bringing with it injuries which cause the coach many annoyances.

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Goal Throwing From a Distance

(Continued from page 8)

times when other shots are just as fast and are not easily guarded. Some men who are good natural shots never get the "feel" with the push shot and vice-versa. Again I have known players who were equally proficient with either shot, who, if they were not "hitting them" with one style, would start shooting the other way with good results. Every man should learn to shoot two or three different ways and adopt the style that feels most natural.

Regardless of the type of shot that a man uses when he is ten to twenty-five feet from the basket, there are faults that the coach must look out for such as poor balance; bending over instead of keeping erect; poor handling of the ball—gripping it too hard instead of handling it lightly with the fingers and thumbs comfortably spread; holding the ball too far from the body or when holding it fairly close to the body spreading the elbows and "vising" with the hands; when taking a shot on the run making a broad jump instead of making a retarding jump and relaxing; not using the arms enough and "following through"; not locating the basket and concentrating the gaze upon it but throwing in a general direction; and last not throwing high enough.

The first part of the year it is well to have the men practice shooting from given spots taking their time and watching the details carefully. This develops accuracy and judgment of distance. Gradually speed them up in their shooting but insist upon deliberate shooting. Follow this by having them receive the ball on the move and insist that the men keep in mind their faults while they are executing their shots. As soon as they have developed

fair accuracy then start your goal practice by giving the men practice in which you use the offense play around the basket. Just banging away at the basket in a haphazard way is mighty poor goal practice.

There are several ways of throwing goals and it is impossible to describe all of them in the space allotted for this article, but I would like to go on record as saying that I believe that with a little more thought and time spent upon goal throwing and by giving more latitude in the manner the throw may be made, that is by studying each individual and trying to develop his natural way of shooting, there would be a big improvement in goal throwing in general.

The Five Man Defense

(Continued from page 6)

and this player changing his tactics darts in, intercepts a pass and dribbles in for a basket. He is practically sure of an unmolested shot because the offensive team are all moving toward their own basket. There is no doubt that the offensive players get careless, especially in that section of the floor around their opponent's basket and pass the ball across the floor without coming to meet it.

There is another way of setting a five-man defense which has proved very effective, especially if the ceiling is low. That is to place the five men across the floor in a straight line as shown by diagram six. These men are each assigned a certain player to cover and they pick their man up very quickly and stay with him until their team assumes the offensive.

With a high ceiling the team on offense will meet this defense by taking long shots and playing the rebound if the shots miss.



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Basketball Officiating

(Continued from page 7)

for any players other than the free thrower, violating the restrictions regarding the entrance to the free throwing lane. The referee must watch the free thrower, count ten and then watch the ball.

On calling a double dribble at some distance away from the play, an official must be absolutely sure the ball was not touched by an opponent in a reverse. Often the apparent double dribble is just touched by the hands or person and only an official close to the play or with an unobstructed view, is in a position to see clearly if a violation has been committed.

When the ball is tossed up at center, the referee must watch the opposing centers to see that they get away in a legitimate jump, and then he should get out of the way. The umpire should take a position at one end of the floor so that the whole playing court is in his vision.

On an out-of-bounds when time is taken out, the referee should hold the ball, ask the opposing captains if they are ready, and then hand the side out-of-bounds the ball. The referee must watch closely the outside-man and his opponent. The umpire must go as close as he can to the play, but have in his vision the remainder of the players.

When time out is called, each official should take charge of a group of players and see no violations occur. The officials also should tend to the wants of the players regarding drinking water, tape or a trainer's attendance.

The officials should at all times strive to speed up the game and to see that each player has a fair chance to do his best.

The Care of the Feet in Basketball

(Continued from page 20)

ment and one-half lanolin, is good.

When the swelling and soreness have begun to abate so that the ankle can be moved somewhat, the role of the Gibney bandage begins. Tape the ankle exactly as described and then have a heavy woolen sock worn over the taping and a high shoe which is laced quite tightly. Then with the aid of a cane, if needed, the boy should walk to classes. The *active* use of the ankle, safeguarded as it is against lateral flexion by the taping, will result in an earlier cure than if the boy remains completely off his feet. Ankles treated by tape support and *active*, guarded movement, return more completely to normal, I believe, than do those treated by complete rest. Active movement is a most important factor as was demonstrated conclusively in the treatment of war injuries. It gives better results than does complete rest and passive movement in the treatment of certain selected joint injuries.

With the bandage in place, active movement of the taped ankle even though slight, will quickly result in the reduction of the swelling. The tape also will stretch somewhat and be pulled from its points of attachment—it "creeps." Reduction of the swelling and creeping of the tape allow the bandage to become loose in two or at most, three days. It then should be reapplied. When the old bandage is removed, heat and rub the ankle or soak it in hot water. An alcohol rub is advisable to keep the skin of the ankle in good condition. Often one sees boys who are half raw from repeated tapings. If the ankle is to be taped for any

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length of time it is well to use precautions in the removal of the adhesive. Removal is aided by first mopping the tape with gasoline or ether. The skin should be kept well shaved.

For slighter injuries, rest in bed, cold compresses, the heat and massage program may be modified or even dispensed with. Most sprains we see in basketball require only the Gibney bandage. The deciding point, usually, is the amount of swelling.

A last precaution to advise is to examine carefully for evidences of fracture. X-ray occasionally reveals a supposed severe sprain to be a fracture as well. Go over the lower end of the outer bone of the leg very thoroughly with the fingers, for it is so close to the surface that fracture can often be determined without special skill. The larger schools with ample facilities, usually X-ray, all severe sprains to eliminate the possibility of a chipping or slight crackling of a bone. This is a wise precautionary measure, but unfortunately too costly to be employed by all.

Long Training Season

The precautionary measure of the greatest importance of all from the standpoint of proper preparation of the feet and of other structures for severe athletics, is to begin the season so early that there is ample time for the gradual development of good physical condition. A long training season permits of the *gradual* acquirement of strength and suppleness. The muscles and ligaments, the structures of the joints, and what is of essential importance, the heart and circulatory apparatus, are all strengthened and made more fit to sustain the greatly increased burden that participation in competitive athletics

entails, by exercise which is at first mild, then moderate and finally severe in character. We are not discussing the heart and the effects of exercise upon it. Therefore, it is sufficient to say that this organ in particular, requires to be trained gradually for the task of competition. The advocates of a short basketball season surely are not giving sufficient thought to the possibilities for harm that such entails. A long season is productive of much better individual and team play than is a short season, a matter which after all, is not important to educators. The long season, however, is also productive of far better physical condition than the short season and results in comparative freedom from the evil possibilities of strain, matters which are of considerable importance to educators and to everyone involved. An ideal season is one in which the athlete is carried along progressively from mild to severe exercise over six or eight weeks of preliminary practice. Three days of rest should intervene between practice days at first and gradually a lesser number. No actual games should be engaged in until this "building up" preliminary period has been completed.

This, of course, is hardly possible when men play both football and basketball, but that does not alter the desirability of the long preliminary season. Foot strain, "pulled tendons," "creaky joints" and many other evidences of improper methods are practically eliminated by the cautions so far suggested.

Warming Up

A precaution carefully observed by most track men, is the preliminary warm-up. It is as generally neglected by basketball players.

The need for the "warm up" is fully as great for basketball men as for runners. Basketball is essentially a dash event in which the runs are interspersed with sudden stops, turns and jumps. It, moreover, is a winter game, in which men engage after a pretty thorough chilling out-of-doors, on their way to the gym; therefore the possibility of muscle and tendon strain is certainly great. Every practice period should be begun by a warming up jog up and down the floor or by some slow deep knee flexions and kicking exercises.

I shall sum up by suggesting that it is far more profitable for the coach to give part of his attention to the details of keeping all his men physically available for play, than to spend time on preparing substitutes to replace those lost through avoidable injuries.



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Ailments of Basketball

(Continued from page 17)

many patrons before the game starts.

When in a fiercely contested game, which play after play travels with such unchecked swiftness, decisions must come equally as fast. This fact always carries its chance for the best of officials to err.

Spectators must awaken to the difficulties confronting referees in games; and, however, disheartening a break may be on account of any official's error, they must learn to make allowances and to accept the chances that the game may bring. The game and the sport that it brings is the thing worth while, and not the winning—especially, at the sacrifice of one's sportsmanship.

The coach or the director of the home team is, to a great extent, responsible for the crowd's courtesy to the officials. If discourtesies are forced upon the official, the least the coach can do is to ask that the game be halted and then to take the floor in defense of sportsmanship.

The coach in such a position should inform the crowd that this referee was selected to run the game, by men who believed in his competency and fairness; furthermore, that his decisions must be accepted as coming from a man whose courage and judgment entitle him to the respect and the courtesy becoming a college audience.

It would be needless to discuss the possibility of the unfairness of a seasoned official. He has spent years in building his reputation of honesty and efficiency. It would be foreign to all processes of logical reasoning to think that he, by one false act, would tear down what he had been so long in building.

Coaches, who find it hard to believe in the integrity of officials and who, on this account, find it especially difficult to select them, would do well to work a few games themselves; and, by doing so, strengthen their faith in the official's honesty of purpose.

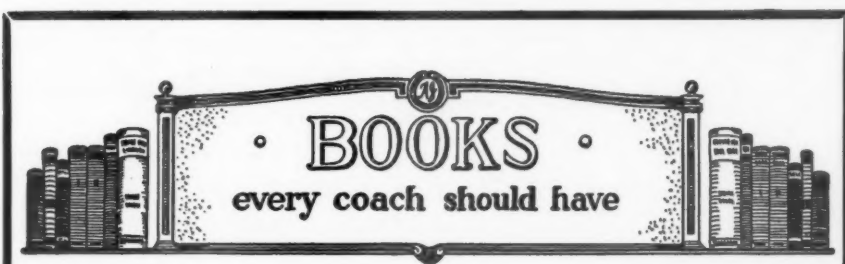
Still another grave danger to the game is the playing of the college games in convention halls, coliseums, and large auditoriums—away from the college environment. A certain following of spectators that generally supports prize fighting and professional games of all kinds is attracted to such games when they are staged on strange courts; and such spectators add neither college character nor dignity to the contests.

The officials in charge should exercise great care to see that the academic atmosphere of the game is not lost. College men are not accustomed to the cheap bantering and slighting remarks of a heterogeneous audience, who treats the boys as things and not as college men. These college men play the game for the love of it, and not for a meal ticket.

Field houses are being constructed on many university campuses which will enable the schools to care for the maximum crowds and at the same time to control the quality of their patrons. To safeguard college athletics as well as college traditions, it is essential that the games be played on college grounds.

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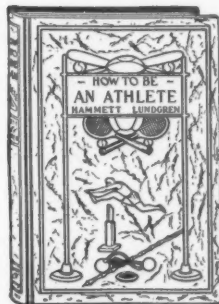
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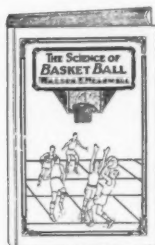
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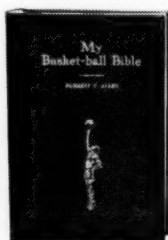
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